

Westminster Middle

501 Westminster Hwy.
Westminster, SC 29693

Grades	6–8 Middle School	
Enrollment	476 Students	
Principal	Paul M. Ricciardi	864–647–3050
Superintendent	Dr. Valerie Truesdale	864–886–4400
Board Chair	Harry B. Mays, Jr.	864–972–3629

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	11	29	5

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No

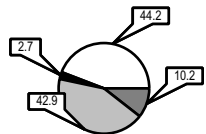
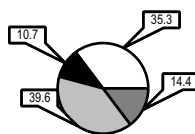
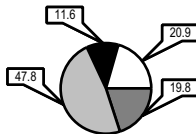
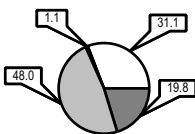
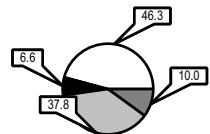
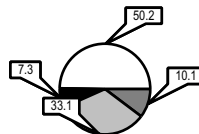
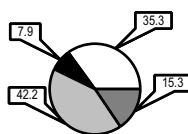
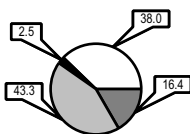
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	474	99.0	30.6	48.3	19.9	1.1	30.6	Yes	Yes
Gender									
Male	258	99.2	37.6	45.9	16.5	0.0	23.1		
Female	216	98.6	22.4	51.2	23.9	2.4	39.5		
Racial/Ethnic Group									
White	425	98.8	31.1	47.1	20.6	1.3	32.1	Yes	Yes
African American	35	100.0	29.4	58.8	11.8	0.0	14.7	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	30.0	60.0	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	382	99.0	26.0	49.2	23.5	1.4	35.6		
Disabled	92	98.9	50.6	44.7	4.7	0.0	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	474	99.0	30.6	48.3	19.9	1.1	30.6		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	473	98.9	30.5	48.4	20.0	1.1	30.7		
Socio-Economic Status									
Subsidized meals	277	98.6	35.0	50.4	13.5	1.2	21.9	Yes	Yes
Full-pay meals	196	99.5	24.6	45.5	28.9	1.1	42.8		

Mathematics – State Performance Objective = 36.7%									
All Students	474	99.4	20.5	48.0	19.9	11.6	44.2	Yes	Yes
Gender									
Male	258	99.6	19.4	48.8	20.7	11.2	44.6		
Female	216	99.1	21.8	47.1	18.9	12.1	43.7		
Racial/Ethnic Group									
White	425	99.3	19.3	48.3	20.5	12.0	45.3	Yes	Yes
African American	35	100.0	41.2	47.1	5.9	5.9	20.6	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	10.0	40.0	40.0	10.0	60.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	382	99.2	16.9	47.0	22.4	13.8	48.3		
Disabled	92	100.0	36.0	52.3	9.3	2.3	26.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	474	99.4	20.5	48.0	19.9	11.6	44.2		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	473	99.4	20.6	47.9	19.9	11.6	44.3		
Socio-Economic Status									
Subsidized meals	277	99.3	26.4	48.7	18.4	6.5	39.1	Yes	Yes
Full-pay meals	196	99.5	12.3	47.1	21.9	18.7	51.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	474	99.2	34.9	39.8	14.5	10.7	25.3
Gender							
Male	258	99.2	36.9	36.5	12.4	14.1	26.6
Female	216	99.1	32.5	43.7	17.0	6.8	23.8
Racial/Ethnic Group							
White	425	99.1	34.1	38.6	15.5	11.8	27.3
African American	35	100.0	50.0	50.0	0.0	0.0	0.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	30.0	40.0	20.0	10.0	30.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	382	99.0	26.3	44.3	17.5	11.9	29.4
Disabled	92	100.0	70.9	20.9	2.3	5.8	8.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	474	99.2	34.9	39.8	14.5	10.7	25.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	473	99.2	34.8	39.9	14.6	10.8	25.3
Socio-Economic Status							
Subsidized meals	277	98.9	41.5	40.0	12.3	6.2	18.5
Full-pay meals	196	99.5	25.7	39.6	17.6	17.1	34.8

Social Studies							
All Students	474	99.2	43.8	43.2	10.3	2.7	13.0
Gender							
Male	258	99.2	42.7	43.2	10.8	3.3	14.1
Female	216	99.1	45.1	43.2	9.7	1.9	11.7
Racial/Ethnic Group							
White	425	99.1	43.4	42.9	10.8	3.0	13.8
African American	35	100.0	55.9	44.1	0.0	0.0	0.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	30.0	50.0	20.0	0.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	382	99.0	38.0	47.6	11.6	2.8	14.4
Disabled	92	100.0	68.6	24.4	4.7	2.3	7.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	474	99.2	43.8	43.2	10.3	2.7	13.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	473	99.2	43.7	43.3	10.3	2.7	13.0
Socio-Economic Status							
Subsidized meals	277	98.9	52.7	38.5	7.7	1.2	8.8
Full-pay meals	196	99.5	31.6	49.7	13.9	4.8	18.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	178	100.0	33.5	50.6	14.8	1.1	15.9
	7	150	100.0	25.7	56.1	17.6	0.7	18.2
	8	140	98.6	26.0	61.8	10.7	1.5	12.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	98.6	39.3	35.6	24.4	0.7	25.2
	7	177	98.3	31.5	57.0	11.5	0.0	11.5
	8	153	100.0	21.5	50.0	25.7	2.8	28.5
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	178	100.0	19.9	47.7	22.2	10.2	32.4
	7	150	100.0	11.5	49.3	20.9	18.2	39.2
	8	140	98.6	20.6	62.6	13.0	3.8	16.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	16.2	50.0	25.0	8.8	33.8
	7	177	98.9	21.8	38.2	20.6	19.4	40.0
	8	153	100.0	23.6	56.3	14.6	5.6	20.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	36.0	33.8	15.4	14.7	30.1
	7	177	98.3	37.2	45.1	12.2	5.5	17.7
	8	153	100.0	29.9	40.3	16.7	13.2	29.9
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	52.9	37.5	8.8	0.7	9.6
	7	177	98.3	42.7	45.1	9.1	3.0	12.2
	8	153	100.0	35.4	47.2	13.2	4.2	17.4

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 476)				
Students enrolled in high school credit courses (grades 7 & 8)	8.5%	Up from 3.1%	14.1%	15.5%
Retention rate	1.6%	Down from 5.1%	3.5%	3.0%
Attendance rate	95.4%	Down from 96.0%	95.7%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%	Down from 17.6%	4.7%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%	Down from 16.5%	5.2%	4.6%
Eligible for gifted and talented	13.9%	Up from 12.0%	13.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.9%	Down from 22.9%	14.3%	13.6%
Older than usual for grade	3.6%	Down from 3.8%	5.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.5%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	57.6%	Up from 43.8%	50.0%	51.8%
Continuing contract teachers	81.8%	Down from 87.5%	80.0%	78.1%
Highly qualified teachers	93.5%	Up from 92.0%	88.9%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	7.1%	6.0%
Teachers returning from previous year	89.7%	No change	84.6%	85.4%
Teacher attendance rate	95.9%	Up from 95.4%	94.8%	94.9%
Average teacher salary	\$40,278	Up 0.4%	\$40,164	\$41,328
Prof. development days/teacher	5.4 days	Down from 9.9 days	11.7 days	11.5 days
School				
Principal's years at school	1.0	Down from 5.0	3.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	N/R	20.9 to 1	21.3 to 1
Prime instructional time	91.0%	Down from 91.2%	88.9%	89.3%
Dollars spent per pupil*	\$6,523	Up 0.6%	\$5,786	\$6,022
Percent of expenditures for teacher salaries*	63.0%	Up from 62.7%	63.0%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.1%	Up from 92.8%	95.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Westminster Middle is committed to providing diverse learning experiences that teach critical and creative thinking, so that our students will become productive, competent, and responsible lifelong learners. Our students are afforded the opportunity to experience the highest levels of course work available. In addition, our students are required to take two Exploratory classes each day, as we also feel it is critical that students participate in a variety of fine arts programs and extracurricular activities such as Band, Art, Chorus, Strings, PE, Gateway to Technology, Computer Science, Girls' and Boys' Basketball, Cheerleading, Football, and Athletics at the high school level.

Looking back on this year, we are very proud of our many accomplishments and have a clear understanding of the areas in need of attention for the upcoming year. A major focus of our school improvement plan is to involve parents. We continued to host a parent's night at the end of each nine-week grading period, an Awards Day Picnic which includes parent participation, and as our report card indicates by the number of parent conferences, we were successful in involving parents in their child's education. We also hosted a parent/student orientation night for our rising sixth graders called "Step Up To Middle School".

We completed the first year of our new school-wide discipline program. Our Positive Behavior Intervention Support Program is a pro-active approach which research has shown to decrease discipline referrals and, at the same time, increase student achievement. As the name implies, our school focused on positive student behavior rather than negative behavior.

We will again be using a modified block schedule permitting all students to spend an additional 45 minutes in both Math and English/Language Arts each day. WMS will also be extending the school day from 7:45 till 3:10. A comprehensive remediation program will continue in both Math and English/Language arts using Accelerated Math (AM) and Terrific Six during and after-school remediation programs. We have extended our Reading Strategist Teacher to a full-time position to serve more students throughout the day. We will also be offering Pre-Algebra to our accelerated sixth grade math students.

We had a number of students win awards in our District competition in writing, science and art. We appreciate the support of the community and our diligent School Improvement Committee in assisting us in the activities of the school and achievement of our goals.

Paul M. Ricciardi, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	116	51
Percent satisfied with learning environment	85.7%	63.8%	72.5%
Percent satisfied with social and physical environment	71.4%	67.2%	72.5%
Percent satisfied with school-home relations	55.6%	75.0%	66.0%

*Only students at the highest middle school grade level at this school and their parents were included.